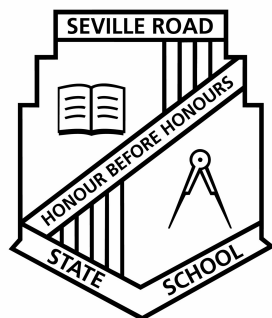


Queensland State School Reporting – 2011

Seville Road State School (1131)



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Principal's foreword

Introduction



Seville Road State School established in 1956 is situated in the southern suburb of Holland Park approximately 9 km from the city centre of Brisbane - an area serviced by a number of other state and private schools. Enrolment at the school in 2011 was approximately 145. Our school has large classroom

spaces in which to learn (furnished with modern furniture) and improved access to ICT. The school is characterised by well-maintained grounds, excellent facilities, a committed staff and exceptional students. Our mantra is "Being the Best Me I Can Be" and this is made a reality in our behaviour management, continual review of our teaching and learning programs and focus on Responsibility, Respect, Safety and Learning.

We are proud of the successes we experienced in 2011 and this report celebrates the efforts of our staff, students and community.

School progress towards its goals in 2011

Seville Road State School has become a *moving school* grounded in the belief that all children can learn and succeed. In 2011 our teachers continued to examine their practice and strived to ensure all teaching and learning programs were meeting student needs. They know the 'what' and are learning and implementing the 'how'. They have the will and are developing the skills to get there.

A key component of this improvement has been the examination of the explicit teaching of English, Mathematics and Science. Fleming's Explicit Teaching Model formed the foundation for this improvement. Our school is excited about the improvement of student learning outcomes during the year, the improved NAPLAN results (100% of Year 3 students at or above NMS in reading, writing and spelling and 45% of Year 3 students in the top 2 bands for reading), our involvement in Science



Spark initiative, increased ICT integration in all KLAs and all year levels, and for our future - to be the school of choice for the students and their families living in our catchment.

Our teachers were able to teach without the worry of inappropriate behavior and with a research driven curriculum framework. A strong learning and performance culture is obvious and one which we are extremely proud of.

As a result, student learning outcomes, behaviour and resilience are improving every year. We are supported by an ESL teacher, Support Teacher (Literacy and Numeracy) and Special Education Teachers.

Future outlook

- Full implementation of Australian Curriculum Programs in English, Mathematics, Science (2012) and History (2013) through interpretation of C2C.
- Further implementation of a whole of school model for the Teaching of Reading
- Consistency in school implementation of Fleming Model Explicit Teaching Framework.
- Embedding of 'High Effect' Strategies (Hattie)
- Assessment (of, as and for learning), standards and benchmarks to inform teaching, learning and timely intervention
- Improved understanding of differentiation in teaching and learning and assessment
- Embed ICT in all key learning areas
- Create a community of learners striving for continual improvement
- Achievement of high standards for all students with sufficient time and support
- Focus on a whole school approach to student well-being and emotional resilience through the further implementation of School Wide Positive Behaviour
- Revitalised parent and community participation in our school decision making and greater school-community partnerships.
- School leadership team working with teachers to improve teaching practice.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep - Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
146	63	83	89%

Characteristics of the student body:



The Seville Road students are drawn predominantly from the area immediately adjacent to the school. Small student numbers creates a close 'family-like' learning community. More than 30 cultural groups are represented and the harmonious way in which they learn and play together demonstrates a true global community and a model for society on acceptance and tolerance. For many of our students, English is not the home language. A large percentage is of African and Middle East decent and of the Muslim faith.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	20.3
Year 4 – Year 10	23
All Classes	21.5

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
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Our school at a glance

Short Suspensions - 1 to 5 days	6
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum offerings

Our distinctive curriculum offerings:

In 2011, Seville Road State School offered a broad curriculum organised around the QCAR Essential Learnings and eight Key Learning Area Outcomes. We began to plan and implement teaching programs based on the Australian Curriculum.

The Seville Road State School Special Education Program offers teaching and learning programs catered for the students and assists teachers in program modifications.

The Language Other than English offered is Japanese, which is taught intensively to Years 6 and 7, and on a cultural basis in years PREP to Year 5.

Specialist lessons are provided in areas of Physical Education and Music.

Extra curricula activities

Interschool Sport

Participation in Primary School Touch Football Carnivals

Instrumental Music

School Camps and Excursions

Weekly Science Club

Breakfast Club

Chill Out Club – Lunchtime Program

UNSW Science, English and Mathematics Competitions

Leadership Camps – Together For Humanity

How Information and Communication Technologies are used to assist learning

The school is committed to providing our students and staff with the latest technologies to enhance teaching and learning and to provide the students with skills for their future along with the responsibilities of the use of such technologies.

The school has Electronic SmartBoards in all classrooms together with at least 5 computers in Years PREP – Year 3 and 6 computers in Years 4-7. Training has been provided to all staff to assist them in the meaningful integration of these in their teaching and learning programs.

Several classes introduced Virtual Classrooms, blogs and web based learning to assist in differentiation and extending learning at home.

The school has a replacement schedule for all aging computers.

The access to a technician for technology support ensures that any technical difficulties faced are overcome in a timely and effective manner.

The continued development and enhanced use of ICT has been identified as a priority in our school vision.

Our school at a glance

Social climate

Seville Road State School has a multi-cultural and diverse social climate. This diversity adds to the richness of our school. We acknowledge that teachers can teach and students can learn when the school community demonstrates respect, responsibility and safety. We have begun our journey in implementing School Wide Positive Behaviour Systems.

Our school rules – Be Respectful, Be a Learner, Be Safe, and Be Responsible form the basis of our school and classroom environment. 78% of our parents and 88% of our students believe that the school is safe. 82% of our students are happy to come to our school.

The school community strives to attain high academic achievements and behaviour. Support is provided to students according to their needs within available resources.

A Guidance Officer is available to meet the needs of students requiring counselling, learning difficulties and impairments (1 day/fortnight) and a Learning Support Teacher works with students requiring targeted intervention (2 days/week).

A high quality team of Teacher Aides are employed above our staffing allocation to assist with teaching and learning in the classroom, small groups and individually.

Parent, student and teacher satisfaction with the school

Moral amongst staff is high and their enjoyment at working at the school is evident in their desire to continue working at Seville Road State School.

Our students see themselves as learners and strive hard. Their satisfaction in the education they receive is to be celebrated.

Continued targeted communication regarding the teaching and learning programs and student successes is planned to improve parent satisfaction that the students are receiving a good education.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	66%
Percentage of students satisfied that they are getting a good education at school	79%
Percentage of parents/caregivers satisfied with their child's school	88%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	68%
Percentage of staff members satisfied with morale in the school	89%

DW – Data withheld

Involving parents in their child's education

Parents are warmly welcomed to participate in their child's education. Parent volunteers and community members are involved in reading and extra-curricular activities (craft, sport, gardening, excursions, oral language).



We have worked hard to initiate a number of school based programs which aim to improve parent involvement in the school and for the school to be viewed as a learning hub of our community. A playgroup meets weekly for families with young children. The aim is to connect families and to demonstrate early literacy and numeracy skills. An English Speaking class for parents began in 2011 with the assistance from trained tutors from The Smith Family.

Parents are encouraged to make regular contact with their child's teacher, along with formal parent-teacher interviews twice a year and written reports each semester.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Our school continues to work hard to reduce our environmental footprint using solar panels and water tanks. The school was involved in the Earth Smart Initiative in 2011.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	67,938	320
2010	39,720	777
% change 10 - 11	71%	-59%

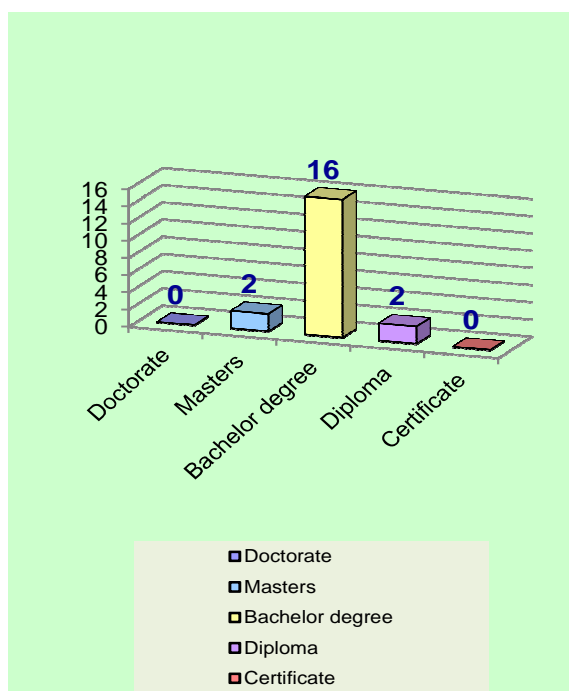
Our staff profile

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	20	10	0
Full-time equivalents	14	6	0

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Bachelor degree	16
Diploma	2
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 were \$10645. The major professional development initiatives are as follows:

The Australian Curriculum,
Assessment Practices,

Our staff profile

Using Data to inform Learning,
ICT Integration in Teaching and Learning Programs
Coaching and Mentoring.

The involvement of the teaching staff in professional development activities during 2011 was 100%.

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

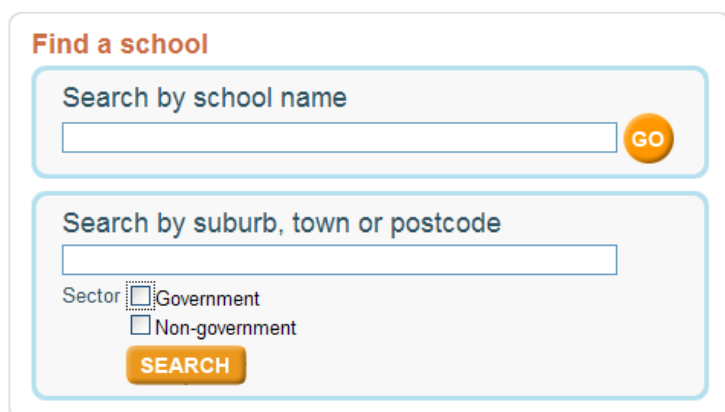
Proportion of staff retained from the previous school year

From the end of the previous school year, 90% of staff was retained by the school for the entire 2011 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following '**Find a school**' text box.



Find a school

Search by school name

GO

Search by suburb, town or postcode

Sector ☐ Government ☐ Non-government

SEARCH

Where it says '**Search by school name**', type in the name of the school you wish to view, and select **<GO>**'. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 94%.

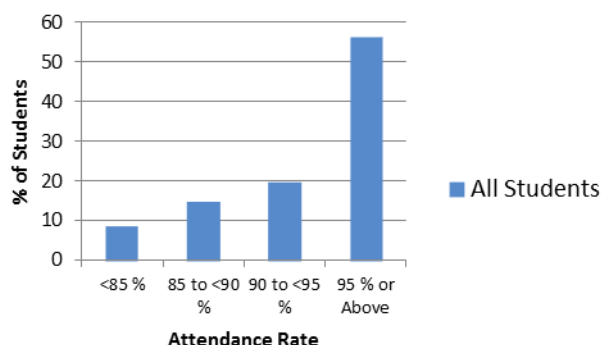
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
93%	93%	94%	94%	94%	92%	97%

Student Attendance Distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Rolls are marked twice daily and entered in OneSchool weekly. Absences are monitored and communication with parents/caregivers occurs when necessary.

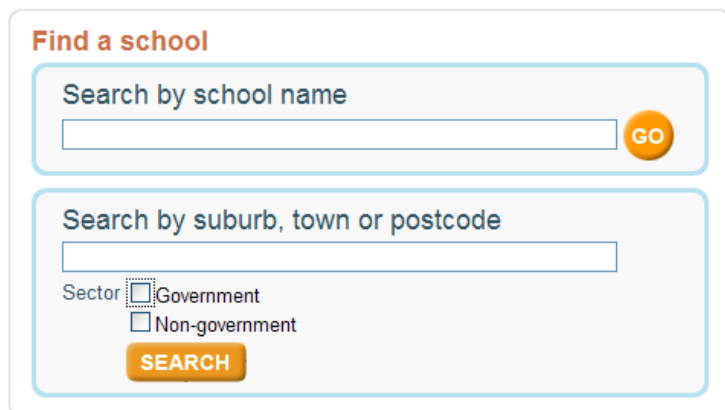
Regular notices to parents about school hours and Every Day Counts are placed in the newsletter.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

Performance of our students

To access our NAPLAN results, click on the *My School* link above. You will then be taken to the *My School* website with the following **'Find a school' text box**.



The screenshot shows a 'Find a school' search interface. It has a title 'Find a school' in orange. Below it are two search sections. The first section is titled 'Search by school name' and contains a text input field and an orange 'GO' button. The second section is titled 'Search by suburb, town or postcode' and contains a text input field. Below this input field are two radio buttons for 'Sector': 'Government' (selected) and 'Non-government'. At the bottom of the second section is an orange 'SEARCH' button.

Where it says **'Search by school name'**, type in the name of the school whose NAPLAN results you wish to view, and select **<GO>**.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

Our school is making a concerted effort to “Close the Gap” for all of our students including our Indigenous Students. Targeted funds were used for intervention, homework assistance and sustained reading practices. Our partnership with Trackers PaCE Program has assisted our school developing productive relationships with our indigenous families.